

# Standards for Learners with Cognitive, Language or Physical Challenges

## Examples of Pre-Academic Skills Correlations for Stages 1–3



According to NCLB legislation, *all* learners are required to work toward the same standards. For some learners with special needs, approaching general education standards as they are written for all students is a daunting challenge. By breaking down academic standards into basic building blocks, we can identify the skills that students need in order to learn. Below are some terms that are used in the chart that follows. Your state or district may use different terms for these prerequisite skills.

*Access Skills* are the fundamental motor, social and communication skills that are prerequisite to any learning activities based on academic standards.

*Entry Point Skills* preserve the essential meaning or essence of the standard while allowing lower levels of sophistication and difficulty. Rubrics used to score alternative assessment portfolios often indicate varying points earned depending upon complexity of the skills that are documented.

Some pre-academic skills can be regarded as either Access Skills or Entry Point Skills, depending on the standard being addressed. For example, turn-taking might be an Entry Point Skill for a standard about participating in a discussion, but an Access Skill for a standard that requires but does not focus on taking turns.	Stage One	Press & Hold	Press & Release	Stage Two	Nouns	Verbs	Attributes	Photos	Drawings	Symbols	Stage Three	Levels of Rep...	Object ID	Category ID	Function ID
<b>Access Skills</b>															
Perform simple cause and effect experiment		X	X		X	X	X	X	X	X					
Turns attention toward stimulus		X	X		X	X	X	X	X	X		X	X	X	X
Activate device upon request		X	X		X	X	X	X	X	X		X	X	X	X
Look in a purposeful manner		X	X		X	X	X	X	X	X		X	X	X	X
Listen for extended periods		X	X		X	X	X	X	X	X		X	X	X	X
Respond to one-step direction upon request		X	X		X	X	X	X	X	X		X	X	X	X
Recognize that change or environment can be controlled		X	X		X	X	X	X	X	X		X	X	X	X
Associate certain activities with environmental cues		X	X		X	X	X	X	X	X		X	X	X	X
Wait to participate		X	X		X	X	X	X	X	X		X	X	X	X
Gain information from pictures					X	X	X	X	X	X		X	X	X	X
Take turns					X	X	X	X	X	X		X	X	X	X
<b>Entry Point Skills</b>															
Associate meaning with an object, action or event					X	X	X	X	X	X		X	X	X	X
Associate line drawing with an object, action, event					X	X	X		X	X		X	X	X	X
Recognize that objects differ					X	X	X	X	X	X		X	X	X	X
Select drawing to match a word												X	X	X	X
Match photos and/or pictures												X	X		
Name an object												X	X		
Match line drawings												X	X	X	X
Make choices												X	X	X	X
Answer questions												X	X	X	X
Identify community vocabulary												X	X	X	X
Sort by category														X	X
Sort by attribute														X	X

References: Massachusetts Department of Education, *Resource Guide to the MA Curriculum Frameworks for Students with Significant Disabilities*. (Fall 2001). Ford, A., Schnorr, R., Meyer, L., Davern, L., Black, J., Dempsey, P. (1989). *The Syracuse Community-Reference Curriculum*. Baltimore: Paul H. Brookes.

## Examples of Academic Skills Correlations for Stages 4–7



Many pre-academic skills listed on the chart at the left—Access and Entry Points—are also incorporated into these Stages. For example, the Stage Five problem-solving activity, Tic-Tac-Toe, offers practice in turn-taking. The Stage Six stories provide an opportunity for the learner to gain information from pictures.	Stage Four		Stage Five		Stage Six		Stage Seven
<b>Reading/Language Skills</b>							
Identifying letters (upper case and lower case)	X						X
Matching letters to sounds	X						X
Alphabetizing a list of words (2 levels of difficulty)			X				
Recognizing/reading Dolch sight words			X				
Reading/recognizing rhyming words			X				
Finding two words that rhyme			X				
Reading/recognizing high frequency words			X				X
Reading and following clues to solve a problem			X		X		
Reading a story or following along with text			X		X		
Answering a question connected to a story			X		X		
Reading teacher-supplied text							X
Following directions	X		X		X		X
<b>Writing Skills</b>							
Matching letters to copy a word							X
Completing a sentence with the correct word			X				X
Solving word puzzles			X				
Creating sentences with correct sentence structure							X
Editing sentences for grammar, spelling, and punctuation							X
Writing a story with a beginning, middle, and end							X
Writing for a specific purpose							X
<b>Math Skills</b>							
Identifying numbers 0-10	X						
Counting objects up to 10	X						
Comparing objects by size and spatial position	X						
Recognizing a pattern	X						
Completing a pattern	X						
Creating a pattern	X						
Interpreting a graph			X				
Performing mathematical operations			X				
Solving word problems			X				
Computing perimeter, area and volume			X				
Recognizing fractions as parts of a whole			X				
Constructing fractional portions			X				
Comparing numbers (greater than, less than)			X				
Using negative numbers			X				
Identifying coins and bills					X		
Identifying money equivalents					X		
Counting money					X		
Telling time to the nearest quarter hour					X		